

Assessment Data: Building Blocks for Strong Libraries and Successful Accreditation Reports

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The purpose of this session is to assist you to...

- Develop strategies to leverage your assessment program in order to prepare for accreditation.
- Develop effective accreditation reports with assessment data in order to document compliance.
- Develop approaches for working with staff in the libraries and on campus in order to prepare the library-related portions of accreditation reports.

Why do academic libraries assess?

Gain data and evidence for:

- Strategic planning
- Decision making
Improvement and
changes

Demonstrate our impact on:

- Student learning and
success
- Research
- Curriculum

Assessment Cycle



Example:



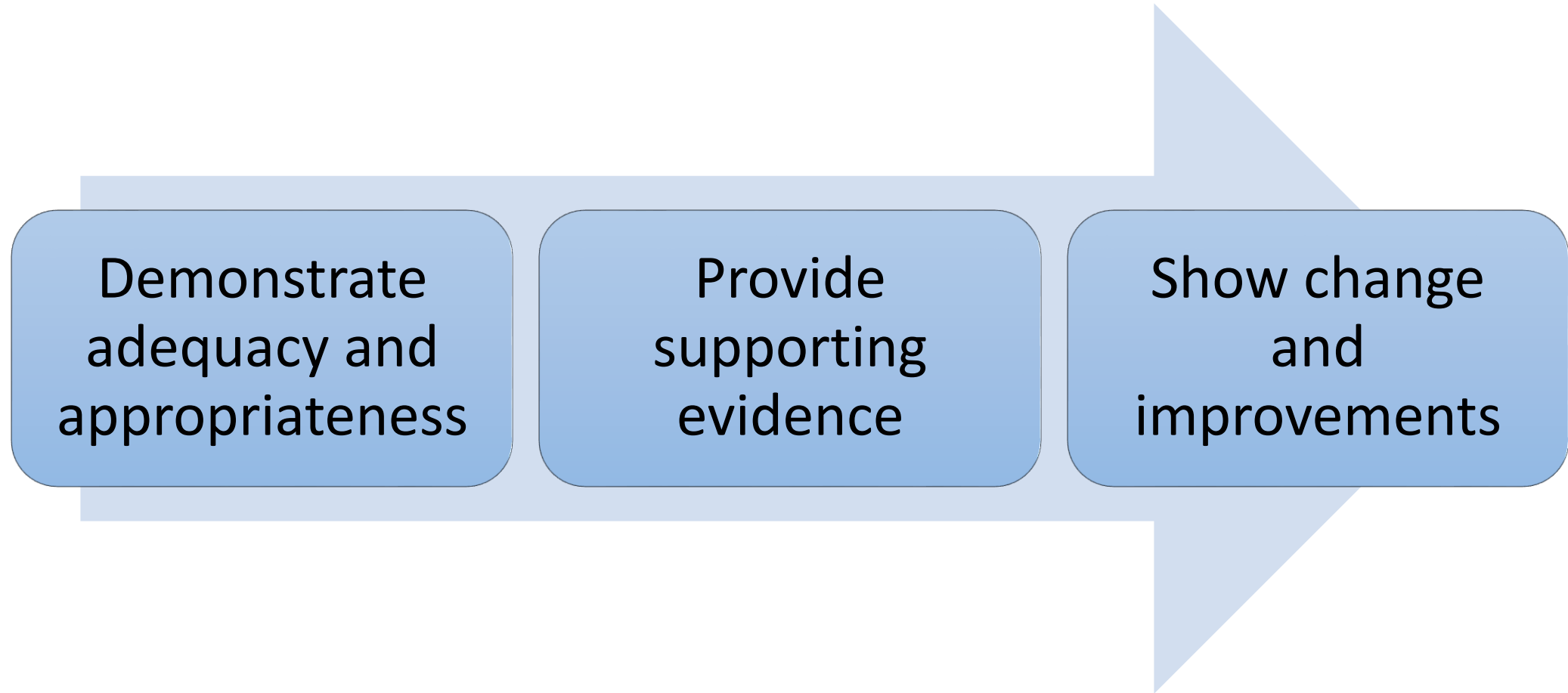
How can the library's assessment data contribute to accreditation reports?



Assessment and Accreditation

- Demonstrate that we support institution's purpose, academic programs, teaching, scholarship, research and service programs through:
 - Collections and resources
 - Facilities
 - Services, including Information literacy
 - Staff resources
- Assessment and analysis of data are expected and important to the health of Library Services and to the Institution as a whole.

Documentation of IE process and relevance of Library Collections and Services



Types of Accreditation

- **Institutional**--Accredit the whole institution
 - Regional Accreditors
 - National
- **Programmatic or Specialized Accreditors**--Usually accredit programs, departments, or schools that are parts of an institution, but may also accredit freestanding professional schools and other specialized/vocational institutions
- Some are recognized by Department of Education; others are not.
 - <http://www2.ed.gov/admins/finaid/accred/index.html>

Campus Relationships

- With which accreditors does your institution hold membership?
 - What is your best source of information?
 - Why does it matter?
- How are librarians involved with strategic planning, assessment, student learning?

Proactivity is smart.

- *“You can’t get out what you didn’t put in.”*
- Timing matters
- Collaborate with key players
 - Institutional and programmatic accreditation leaders
 - Related data owners



Working with others to prepare

- Understand the relevant standards and desired format
- Establish timetables for reporting
- Create templates (Assessment web page or LibGuide) to provide baseline information regarding the library



Not all standards are equal

- Core Requirements vs. Comprehensive Standards or Federal Requirements
- Institutional Effectiveness and Finance
- “Federally-Related Standards” are reviewed by both Off-Site and On-Site Committees



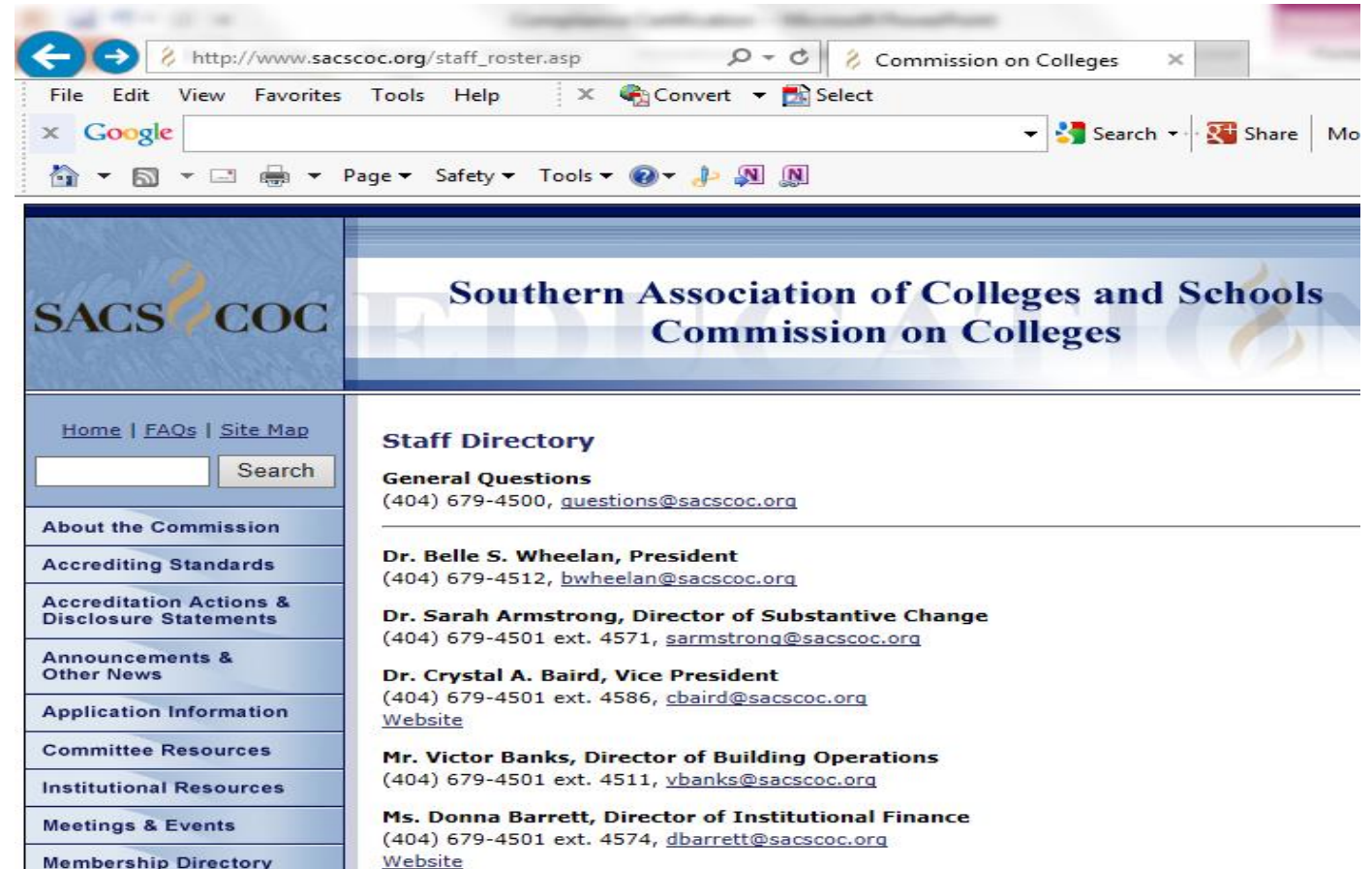
PRELIMINARY DATA

Top 10 Most Frequently Cited *Principles* in Reaffirmation Reviews: 2014 Reaffirmation Class Institutions (N=83)

Review Stage I: OFF-Site Committee			Review Stage II: ON-Site Committee			Review Stage III: C&R Board of Trustees		
Rank	Requirement/Standard	% Institutions in Non-Compliance	Rank	Requirement/Standard	% Institutions in Non-Compliance	Rank	Requirement/Standard	% Institutions in Non-Compliance
1.	3.7.1 (Faculty Competence)	94%	1.	3.3.2 (Quality Enhancement Plan)	47%	1.	3.3.1.1 (IE – Educational Programs)	12%
2.	3.3.1.1 (IE – Educational Programs)	61%	2.	3.3.1.1 (IE – Educational Programs)	31%	2.	3.3.1.2 (IE – Administrative Units)	
3.	2.11.1 (Financial Resources)	48%	3.	3.7.1 (Faculty Competence)	28%	3.	3.3.1.3 (IE – Educational Support)	6%
4.	3.4.1.1 (Academic Program Coordination)	46%	4.	3.3.1.2 (IE – Administrative Units)	14%	4.	3.10.1 (Financial Stability)	
5.	3.3.1.5 (IE – Community/Public Service)	45%	5.	3.3.1.3 (IE – Educational Support)	12%	5.	3.3.1.5 (IE – Community/Public Service)	5%
6.	3.3.1.2 (IE – Administrative Units)	40%	6.	3.3.1.5 (IE – Community/Public Service)		6.	3.7.1 (Faculty Competence)	
7.	3.7.2 (Faculty Evaluation)	39%	7.	3.10.1 (Financial Stability)	7%	7.	3.3.2 (Quality Enhancement Plan)	4%
8.	3.3.1.3 (IE – Educational Support)	37%	8.	3.5.1 (General Education Competencies)		8.	3.5.1 (General Education Competencies)	
9.	2.8 (Faculty)	36%	9.	3.7.2 (Faculty Evaluation)	6%			
10.	3.5.1 (General Education Competencies) 4.1 (Student Achievement)	35%	10.	3.12.1 (Substantive Change)				<3%
Key Descriptive Statistics (Number of Principles Cited Per Institution)			Key Descriptive Statistics (Number of Principles Cited Per Institution)			Key Descriptive Statistics (Number of Principles Cited Per Institution)		
Mean=16.5 SD=9.4		Median=15	Range=56	Mean=2.5 SD=2.5		Median=2	Range=10	Mean=0.6 SD=1.2
Selected General Areas of Non-Compliance (Selected CR, CS, FR)		% of the Total Number of Findings of Non-Compliance		Selected General Areas of Non-Compliance (Selected CR, CS, FR)		% of the Total Number of Findings of Non-Compliance		Selected General Areas of Non-Compliance (Selected CR, CS, FR)
Policy-Related Principles (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1-5, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)		22%		Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)		33%		Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)
Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4)		20%		Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2)		30%		Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2)
Faculty (2.8, 3.4.1.1*, 3.5.4*, 3.7)		17 %		Faculty (2.8, 3.4.1.1*, 3.5.4*, 3.7)		16%		Financial and Physical Resources (2.11, 3.10, 3.11)
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)		16%		Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)		7%		Faculty (2.8, 3.4.1.1*, 3.5.4*, 3.7)
Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)		13%		Policy-Related Principles (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1-5, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)		6%		Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)
Financial and Physical Resources (2.11, 3.10, 3.11)		12%		Financial and Physical Resources (2.11, 3.10, 3.11)		6%		Policy-Related Principles (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1-5, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)

Interpretation of Standards

- Know your resources
- When in doubt ask!



The screenshot shows a web browser window with the address bar displaying http://www.sacscoc.org/staff_roster.asp. The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. Below the menu bar is a Google search bar and a toolbar with various icons. The website header features the SACS-COC logo on the left and the text "Southern Association of Colleges and Schools Commission on Colleges" on the right. A navigation menu on the left side of the page lists links: Home, FAQs, Site Map, About the Commission, Accrediting Standards, Accreditation Actions & Disclosure Statements, Announcements & Other News, Application Information, Committee Resources, Institutional Resources, Meetings & Events, and Membership Directory. The main content area is titled "Staff Directory" and includes a "General Questions" section with contact information for the Commission. Below this, it lists the names, titles, phone numbers, and email addresses of the President, Director of Substantive Change, Vice President, Director of Building Operations, and Director of Institutional Finance, each followed by a link to their respective website.

[Home](#) | [FAQs](#) | [Site Map](#)

Staff Directory

General Questions
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Tips for Developing Effective Reports

- Follow university or college guidelines
- Build a team within the Libraries and beyond
- Identify a primary editor
- Seek examples from other libraries



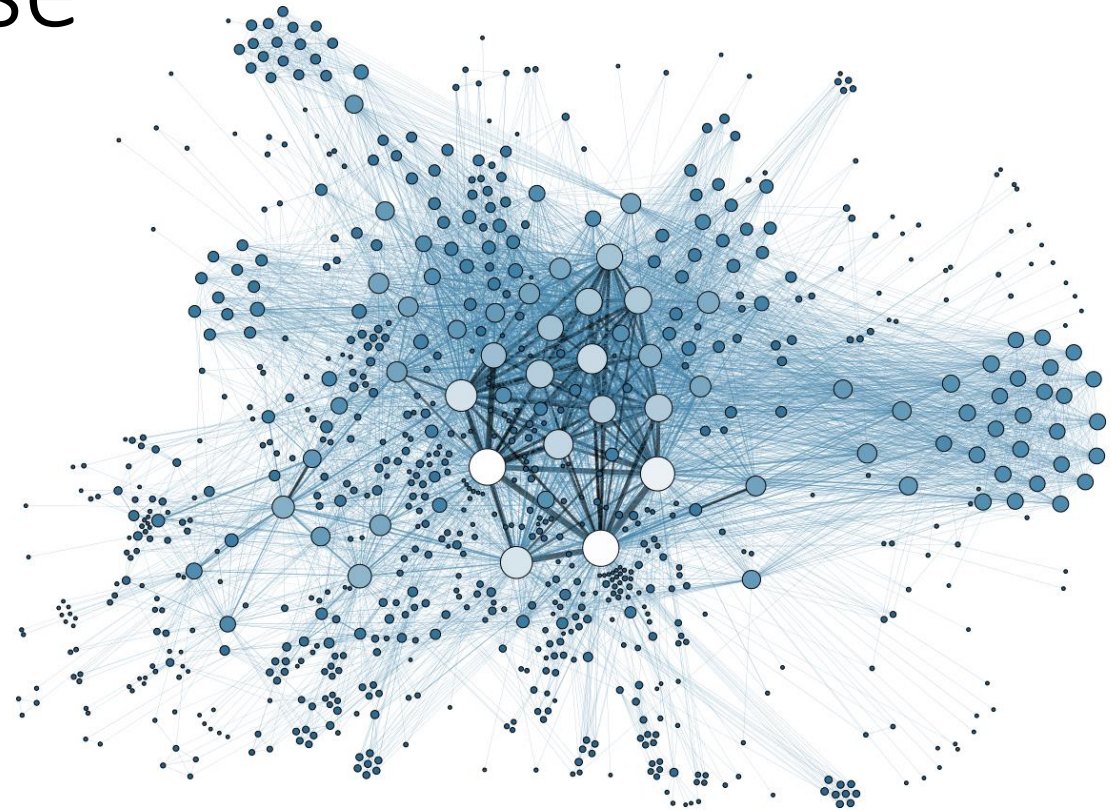
Avoiding Common Trouble Spots

- Quality of the Response
 - Writing
 - Building a case
 - Evidence
- Interpretation of the Standards
- Technical Issues



Quality of the Response

- Address all parts of the standard
- Provide guideposts: headings, images/tables
- Connect the dots—especially for graphs and charts



—*"Evidence does not 'speak for itself.' Instead, it requires interpretation, integration, and reflection in the search for holistic understanding and implications for action."* (Ikenberry & Kuh, 2015, pp. 2-3)

Quality of the Response

- Imagine yourself as the reader--and/or get someone else to read.
- Answer the question—no flowery language needed.
- Provide evidence to support your assertions.
- Tell your story—build your case for compliance or describe your plan for coming into compliance.



Resources

- Analyzing a Case for Compliance:

[http://www.sacscoc.org/pdf/ANALYZING%20A%20CASE%20FOR%20COMPLIANCE_SEPT2010%202 .pdf](http://www.sacscoc.org/pdf/ANALYZING%20A%20CASE%20FOR%20COMPLIANCE_SEPT2010%202.pdf)

COMPONENT	UNACCEPTABLE	WEAK	ACCEPTABLE
The narrative includes a statement of the institution's perception of its compliance with the requirement	Either the narrative does not include a statement of the institution's perception of its compliance with the requirement, or it is not applicable to the specific accreditation requirement.	The narrative includes a general statement of the institution's perception of its compliance with the requirement but it does not address each of the components of the requirement. The narrative is not clear, concise, nor focused.	The narrative includes a statement of the institution's perception of its compliance with the requirement that addresses each of the components of the requirement (as necessary). The statement is focused solely on the requirement.
The rationale for the assertion	The narrative provides no explanation of reason(s) for the assertions regarding compliance with all aspects of the requirement.	The narrative provides a limited discussion of the reason(s) for determining compliance with all aspects of the requirement.	The narrative provides a clear and concise statement of the reason(s) for the assertion regarding the institution's perception of compliance with the requirement.
The evidence supporting the assertion	Either no evidence is presented to support the institution's case or the evidence provided is unacceptable because of two or more of the following characteristics:	Either the evidence provided is uneven in its support of the institution's case or it is deficient because of one of the following characteristics: <ul style="list-style-type: none">• It is not reliable	The evidence provided sufficiently supports the institution's case because of at least three of the following characteristics: <ul style="list-style-type: none">• It is reliable• It is current• It is verifiable

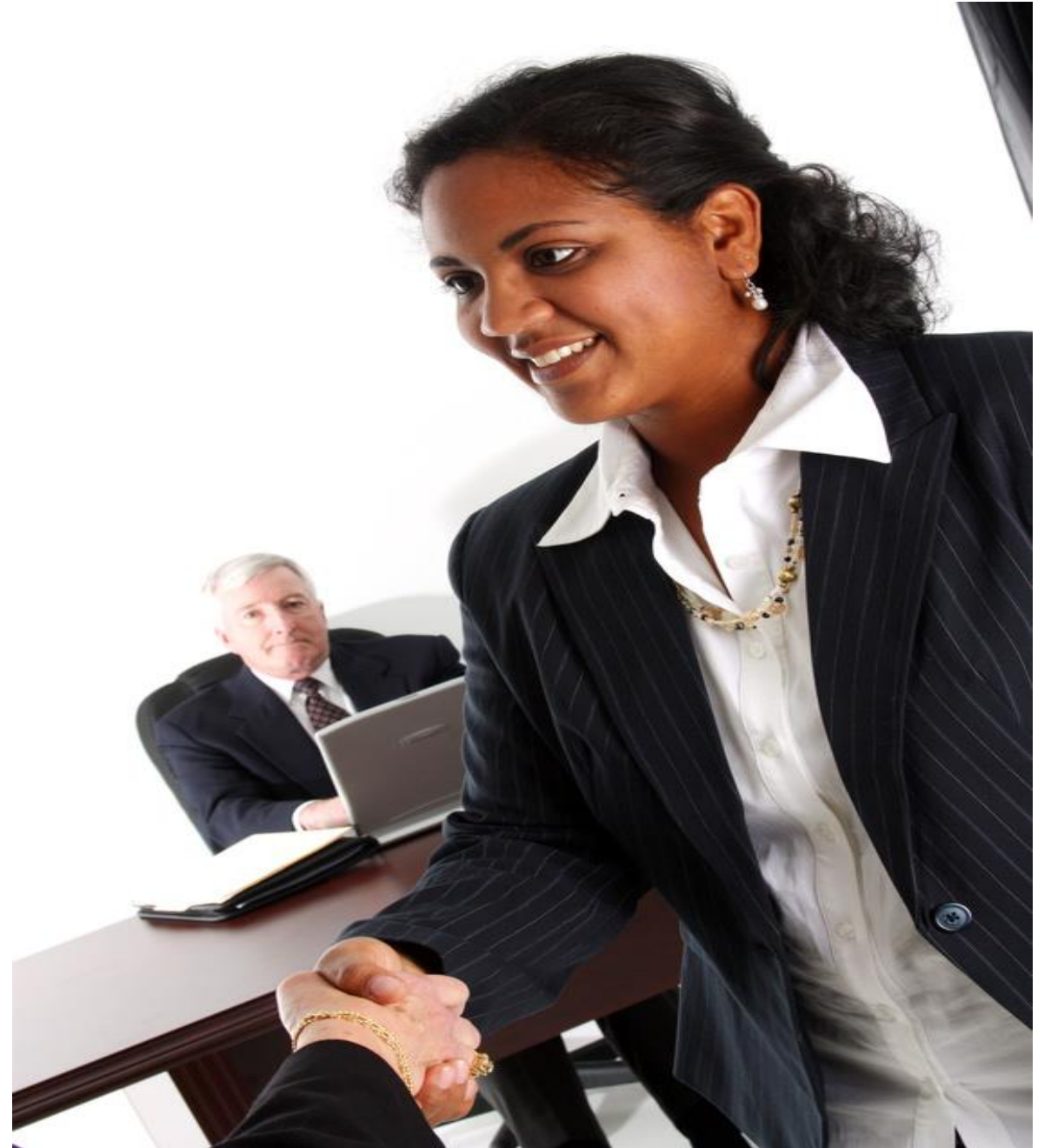
Technical Issues



- Test all flash drives
- Double check links—beware live links
- If you are presenting your report as a website, it will likely need to remain static for the period of review [For SACSCOC—YES]
- Write the narrative to stand alone; link supporting documentation
- Consider key excerpts with links to full documentation

Serve as an Evaluator or Observer

<http://www.sacscoc.org/evalinfoform.asp>



Additional resources

- Eleanor Mitchell and Peggy Seiden, eds. *Reviewing the Academic Library: A Guide to Self-Study and External Review*. ACRL, 2015
- ACRL standards <http://www.ala.org/acrl/standards>

Questions?

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